

# Blagdon Nursery School



## Early Years Special Educational Needs and Disabilities (SEND) Policy

Signed by:

Headteacher: J. Budge

Date: 08.01.2018

Chair of Governors: E. Jackson

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## **Statement of intent**

Blagdon Nursery School aims to ensure that all pupils are given the same chances to achieve, whatever their ability. Through a graduated response, early identification and robust support, we ensure that appropriate activities are modified and reasonable adjustments are made so that every child has the opportunity to achieve.

As a maintained nursery, we follow our statutory duties under the 'Special educational needs and disability code of practice: 0 to 25 years' from the DfE, published in January 2015.

We must:

- Use our best endeavours to make sure that a child with SEND gets the support they require.
- Ensure an inclusive environment in which children with SEND engage in activities alongside children who do not have SEND.
- Designate a SEND Coordinator (SENCO).
- Inform parents if we are making SEND arrangements for their child.

School SENCO: Mrs Claire Carroll

Governor with responsibility for SEND: Mrs Sara Sidorowicz

## **1. Legal framework**

1.1. This policy has due regard to legislation, including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986

1.2. This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE 'Special educational needs and disability code of practice: 0 to 25 years' 2015
- DfE 'Supporting pupils at school with medical conditions' 2015
- DfE 'Keeping children safe in education' 2016
- DfE 'Working together to safeguard children' 2015
- DfE 'School admissions code' 2014
- Equality and Human Rights Commission 'Reasonable adjustments for disabled pupils' 2015

## **2. Definitions**

2.1. For the purpose of this policy, a pupil is defined as having SEND if he/she has a:

- Significantly greater difficulty in learning than the majority of others of the same age.

- A disability or health condition which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- 2.2. Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.<sup>1</sup>
- 2.3. Sensory impairments and long-term health conditions, such as diabetes, epilepsy and cancer, are included under the definition of disability, but children with such conditions do not necessarily have SEND.
- 2.4. A pupil with a disability is covered by the definition of SEND if they require special educational provision.
- 2.5. Under the Equality Act 2010 (Disability) Regulations 2010, a pupil would not be considered to have a disability if one or more of the following conditions are met:
- A tendency to set fires
  - A tendency to steal
  - A tendency to commit physical or sexual abuse towards others
  - Exhibitionism
  - Voyeurism
- 2.6. The early years foundation stage refers to educational settings for children between the ages of two and five.
- 2.7. A child under five has a learning difficulty or disability if he or she is likely to require SEND support at compulsory school age.
- 2.8. SEND provision for a child aged two years or older, means educational or training provision in addition, or different from others in the same age range in:
- Mainstream schools in England.
  - Maintained nursery schools in England.
  - Places in England where relevant early years education is provided.

### **3. Objectives**

- 3.1. Blagdon Nursery School plans to achieve the core aims of this policy by achieving the following strategic and measureable objectives:
- To follow the graduated approach outlined in the SEND Code of Practice.

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<sup>1</sup> Equality Act 2010, section 6 (1)

- To monitor the progress of all pupils in order to aid the earliest possible identification of SEND.

## **4. Equality**

- 4.1. Under the Equality Act 2010, Blagdon Nursery School will make reasonable adjustments for any child and his/her families.
- 4.2. No child will be discriminated against, harassed or victimised on entry into the school as a result of their individual needs.
- 4.3. Where needs are not able to be met through reasonable adjustment, the school will refer the child and his/her family to the LA for assistance in finding a more suitable school.
- 4.4. Detailed information about admissions can be found in the school's Admissions Policy.
- 4.5. Blagdon Nursery School will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the SEND Code of Practice.

## **5. The Local Offer**

5.1. The Local Offer has two purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it.
- To make provision more responsive to local needs by involving children with SEND and their parents/carers, as well as service providers, in the development and review of the Local Offer.

5.2. In accordance with the Local Offer, the LA must:

- Ensure the child's parents/carers are fully included in the EHC needs assessment process and are consulted about the content of the plan.
- Consult children with SEND, and their parents/carers, when reviewing local SEND and social care provision, as well as when they are developing and reviewing their Local Offer.
- Make arrangements for providing children with SEND, and their parents/carers, with advice and information about matters relating to SEND.

5.3. The Local Offer will include the following:

- Special educational, health and social care provision for children with SEND, including online and blended learning
- Details of how an assessment for an EHC plan can be requested
- Arrangements for identifying and assessing children with SEND

- Information about assisting in preparing children for adulthood
- Arrangements for travel to and from school
- Support when a child moves between phases of education
- Sources of information, advice and support
- The LA's accessibility strategy

5.4. Blagdon Nursery School will ensure that the governing body and SENCO fully cooperate with the LA in relation to the Local Offer.

5.5. Blagdon Nursery School accepts Reading's Local Offer and details of it can be found at the end of this document.

## **6. Age related expectations (ARE)**

### 6.1. Nursery

- Achievement between 30-50 months is considered to be in line with ARE.
- Achievement between 22-36 months is considered to be below ARE.
- Achievement below 36 months is considered to be significantly below ARE.

### 6.2. Reception

- Achievement between 40-60 months is considered to be in line with ARE.
- Achievement between 30-50 months is considered to be below ARE.
- Achievement below 30 months is considered to be significantly below ARE.

## **7. Identification**

7.1. Our aim is for our members of staff to use their professional judgement to identify where there may be SEND outside of the official assessment schedule. Regular staff meetings are held to discuss progress of children to ensure early intervention.

7.2. We will consider, in particular, progress in communication and language, physical development and personal, social and emotional development (PSED).

7.3. Where advice has been sought from outside of the school, this will be used to inform decisions about whether a child has SEND.

7.4. Where there are concerns that an underlying issue such as housing, family or other domestic circumstances may be contributing to the presenting behaviour, we will liaise with other agencies.

7.5. Difficulties arising solely from learning English as an additional language are not SEND. We will take particular care when identifying and assessing SEND for children whose first language is not English.

7.6. Birth to two years old:

- Parents' early observations of their child are crucial and we rely on these observations to help identify potential SEND. Some complex developmental and sensory needs may be identified at birth and others will be noticed by parents/carers as the child develops.
- We will work in liaison with health services, paediatricians, the child's GP, health visitors, specialist teachers, speech and language therapists and parents/carers to manage developmental problems.
- Where it is the opinion that a child under compulsory school age has, or probably has, SEND, the child's parents will be informed and the child will be brought to the attention of the LA.
- If a member of staff in the school identifies a possible SEND or developmental problem a meeting will be held with parents/carers in order to provide them with the opportunity to discuss their opinion.
- During discussions with a child's parents/carers, they will be informed about any voluntary organisations that are likely to be able to provide advice or assistance.

7.7. When a child is aged between two and three years old:

- Under our obligations as an early years provider, we undertake a progress check and provide parents/carers with a short written summary of their child's development, focussing particularly on communication and language, physical development and personal, social and emotional development.
- The progress check will identify strengths and areas where a child's progress is slower than expected.
- If there are significant emerging concerns (or identified SEND), a targeted plan of support for the child will be developed.
- Between the ages of two and three, health visitors check development milestones as part of the universal Healthy Child Programme.

7.8. Assessment:

- This profile is particularly helpful for children with SEND and will be used to inform plans for future learning.
- This assessment will be used to identify any additional support which is needed.

7.9. As well as the formal checks, early years practitioners will monitor and review the progress and development of all children throughout the EYFS.



- 7.10. In the event that a child's progress gives cause for concern, practitioners will consider all information about the child's learning and development, including that from within and beyond the setting, such as parental observations.
- 7.11. Whilst a delay in learning and development in the early years does not necessarily indicate that a child has SEND, practitioners will undertake an assessment of the child in order to determine whether there are any casual factors, such as underlying learning or communication difficulty.

## **8. Graduated response**

- 8.1. Once a child with potential SEND has been identified, Blagdon Nursery School will employ a graduated approach to meeting the needs of the pupil.
- 8.2. Within the early years setting is important that support is provided as soon as is reasonably practicable in order to minimise potential learning difficulty and loss of self-esteem.
- 8.3. In order to correctly identify children with SEND, we, in collaboration with our SENCO and the child's parents/carers, will carry out an analysis of the child's needs, as outlined in the section above.
- 8.4. The initial assessment will be reviewed regularly and where there is little or no improvement in the child's progress, we may need to involve specialist teachers, health, social services or other agencies. This will be done with the consent of the child's parents.
- 8.5. Where SEND support is required, we will formally notify parents about the support available. Following this, we will:
- Agree on the outcome, expected impact on progress, development or behaviour, and also set a review date, in consultation with the child's parents/carers.
  - Take into account the views of the child, where appropriate, when making plans.
  - Involve parents/carers at every stage, particularly in reinforcing the provision, or contributing to, and recording progress at home.
  - Designate a key person who will be responsible for working with the child on a daily basis with the support of the SENCO.
  - Oversee the implementation of the interventions or programmes agreed as part of SEND support.
  - Work with the SENCO in order to assess the child's response to the action taken and advise on the effective implementation of support.
- 8.6. The effectiveness of the support will be reviewed in line with the agreed date and will be evaluated by the child's key worker with support from the SENCO, working with the child's parents.

- 8.7. The cycle of action will be revisited regularly with increasing detail to identify the best way of securing good progress.
- 8.8. The graduated approach is led and coordinated by the SENCO working with individual practitioners.
- 8.9. If a child has an EHC plan, it will be reviewed every 6 months either by the **LA or by Blagdon Nursery School on their behalf.**

## **9. Education, Health and Care (EHC) assessments**

- 9.1. Blagdon Nursery School will, in consultation with the pupil's parents/carers, request a statutory assessment of SEND where the pupil's needs cannot be met through the resources normally available within the school.
- 9.2. The school will meet its duty to respond to any request for information relating to a statutory assessment, to the LA, within six weeks of receipt.
- 9.3. Parents/carers will be informed of the option of having a personal budget.
- 9.4. If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations or feedback from the LA, regarding how the pupil's outcomes can be met through the school's existing provision.

## **10. EHC plans**

- 10.1. Where a child does not make the expected progress in spite of relevant and purposeful action to identify, assess and meet the needs of the child, we may request an EHC needs assessment.
- 10.2. Blagdon Nursery School will meet its duty to respond to the LA within 15 days, if it is named on a child's EHC plan.
- 10.3. The school will consider admitting any child that names the school in an EHC plan.
- 10.4. The school will ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place in to meet them.
- 10.5. If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months following an initial assessment.
- 10.6. The provision planned for a child will be based on an understanding of their particular strengths and needs, and will target areas of particular difficulty.
- 10.7. Parents/carers will be involved in planning support and, where appropriate, will reinforce the provision or contributing progress at home.
- 10.8. When reviewing an EHC plan, Blagdon Nursery School will:

- Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Seek advice and information about the child prior to the annual review meeting from all parties invited.
- Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- Cooperate with the LA during annual reviews.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting.
- Ensure that a review of a child's EHC plan is undertaken at least seven months before transfer to another phase of education.

## **11. Transition**

- 11.1. The school will support children transitioning from other schools, as well as children about to transition into a different key stage or school.
- 11.2. EHC plans and other SEND support will be reviewed and taken into consideration when planning any transition support.

## **12. Data and record keeping**

- 12.1. The school will include details of SEND provision, outcomes, teaching strategies and the involvement of specialists as part of its standard system to monitor the progress, behaviour and development of all pupils.
- 12.2. An accurate and up-to-date register of the provision made for pupils with SEND shall be kept and regularly reviewed.
- 12.3. Blagdon Nursery School will record details of additional or different SEND provision on a provision map.

## **13. Confidentiality**

- 13.1. Blagdon Nursery School will not disclose any EHC plan without the consent of the pupil's parents/carers, with the exception of disclosure.
- 13.2. An EHC plan will only be disclosed to the following people/bodies, under the following circumstances:
- To the SEND tribunal when parents/carers appeal and to the Secretary of State if a complaint is made under the Education Act 1996.
  - On the order of any court for the purpose of any criminal proceedings.

- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act related to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and local authorities.

